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ABSTRACT

Title I of the Elementary and Secondary Education Act mandates that state education agencies develop and implement an assessment system that allows for disaggregation of results at state, district, and school levels by gender, race, English proficiency and migrant status. Schools receiving Title I funds must demonstrate "adequate yearly progress" in student progress. The purpose of this report is to examine practices in the reporting of limited-English-proficient (LEP) student performance data throughout the 50 states and the District of Columbia. This was accomplished by examining reports published in 1998 and that included data spanning 1995-96 through 1997-98. This information provides important evidence of the extent to which states are looking at the performance of their LEP students. Overall, LEP students are not performing as well on state assessments as other students. Compared to non-LEP students, LEP students scored consistently lower in the lower grades, which may be expected in part because students are learning both language and content. It is concluded that although states have made progress in including LEP students in statewide assessments, few states publish assessment data specifically on LEP students. Where states do disaggregate the data, there is a lack of consistency in where results are reported (Internet versus published documents), how results are disaggregated (race, ethnicity, LEP status), and what terminology is used to refer to LEP students. This makes the data more difficult to use productively by researchers, administrators, and policymakers. Appendix A includes a list of 72 state accountability reports used in this report. Appendix B includes brief descriptions of information found in the reports, in the same detail provided by the reports. Seven tables and 9 references are included. (KFT)

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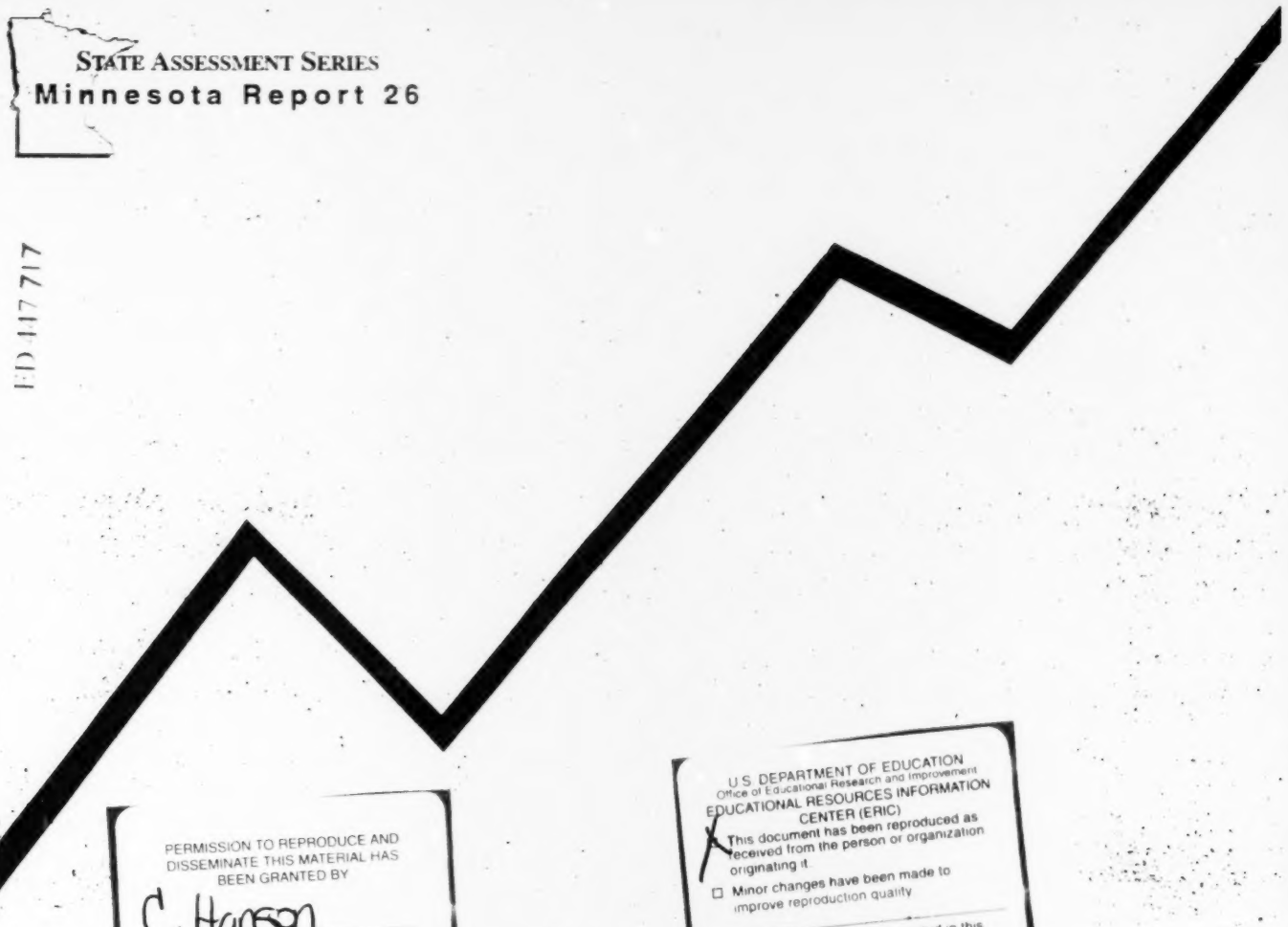

STATE ASSESSMENT SERIES
Minnesota Report 26

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Data on LEP Students in State Education Reports

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STATE ASSESSMENT SERIES
Minnesota Report 26

Data on LEP Students in State Education Reports

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The Minnesota Assessment Project is a four-year, federally funded effort awarded to the Minnesota Department of Children, Families and Learning from the U.S. Department of Education, Office of Educational Research and Improvement. The project's goal is to promote and evaluate the participation of students with limited English proficiency and students with disabilities in Minnesota's Graduation Standards. Specifically, the project will examine ways in which students with limited English and students with disabilities can participate in the Basic Standards Exams of reading, mathematics and written composition and in the performance-based assessments of the high standards in the Profile of Learning.

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Overview

Title I of the Elementary and Secondary Education Act mandates that state education agencies develop and implement an assessment system that "allows for disaggregation of results at state, district and school levels, by gender, race, English proficiency and migrant status" (Baker, 1996). The primary goals of Title I legislation are to focus on high standards, promote effective instruction and improve the quality of school curricula and instruction (U.S. Department of Education, 1996). Schools receiving Title I funds must demonstrate "adequate yearly progress" in student performance, as stated in Public Law 103-382 (Linn & Herman, 1997). Determining adequate yearly progress depends on the existence of high quality assessment data on the performance of students receiving Title I services, particularly on the achievement of students with limited English proficiency who are struggling to learn academic English and content material at the same time.

Some educators and policymakers argue against reporting assessment data specifically for students with limited English proficiency, saying that it reinforces the idea that these students are different from their peers (August & Hakuta, 1994), and that information on limited English proficient (LEP) students will be misunderstood or misused to blame LEP students for their lack of achievement (NCES, 1996). However, it is important to keep in mind that the true aim of reporting results is to improve student learning (NCREL, 2000). As Linn and Herman (1997) point out, assessments provide the targets for teaching and learning. Publication of assessment data can motivate educators and others to conduct more in-depth analyses of what students are learning, how students are being taught and where changes can be made in curriculum and teaching methods to improve student learning. "When properly presented, assessment reports can help build support for schools and for initiatives that educators wish to carry out" (NCREL, 2000).

Each year, states and districts report on the performance of students on achievement tests. The Council of Chief State School Officers (1997) produced a report that listed all of the education reports that states indicated they produce. The National Center on Educational Outcomes (NCEO) (Thurlow, Langenfeld, Nelson & Ysseldyke, 1998) recently studied the extent to which these reports provided data on the performance of students with disabilities. They found that only 12 states had reported any data on the performance of students with disabilities.

The purpose of this report is to examine practices in the reporting of LEP student performance data throughout the 50 states and the District of Columbia. We accomplished this by examining reports published in 1998 and that included data spanning 1995-96 through 1997-98. This information provides important evidence of the extent to which states are looking at the performance of their LEP students.

Methods

For our analysis, we used data obtained from state public documents that report performance data on student testing. The documents used in the analysis had been collected by staff at NCEO. They had contacted each state's accountability office to request documents listed by CCSSO (Council of Chief State School Officers, 1997) and any other supplemental information the state could give about documents on the World Wide Web or in published form on paper.

Documents were received between October 1997 and March 1998. These reports spanned school years 1995-96 through 1997-98 and were included in a report focusing on special education students, which was published by NCEO in 1998 (Thurlow et al., 1998).

For this analysis we used 73 of the 115 reports collected by NCEO. Reports that were not used had primarily been published as special education reports and did not use LEP descriptors in reporting. Data used for analysis in this report are presented as close in form to their original presentation in state reports as possible.

Results

The 65 reports and nine Internet-only published data were from 50 states, including the District of Columbia. From these, there were nine reports that included data that disaggregated LEP student performance in statewide testing. The tests from which the data came included commercial or state-developed graduation standards tests, grade level testing, and literacy tests. Appendix A includes a list of the documents used for this report. Appendix B includes brief descriptions of information found in the reports, in the same detail as provided by the reports.

An indication of which states provided disaggregated data on the performance of LEP students in at least one test at one grade level is given in Table 1. All reported LEP student data were within annual or other regularly published reports. As seen in this table there were six states that reported disaggregated test scores for LEP students (Delaware, Georgia, New Hampshire, North Carolina, Rhode Island, and Virginia).

Five states reported only the participation of LEP students in testing and not their performance (Alaska, Maryland, New Jersey, Texas, and Washington.) Other states did report scores by other categories of students (e.g., Hispanic), but not specifying LEP status. For example, 11 states only reported scores based on race or ethnicity, with varying degrees of specificity (Arizona, Colorado, Connecticut, Florida, Kansas, Kentucky, Maryland, New Mexico, Pennsylvania, South Carolina, and Texas.) Also, one state, Arizona, reported scores by native/home language group, but did not specify students as LEP or non-LEP.

Table 1. States that Report Disaggregated LEP Student Test Data

State	Yes/ No	State	Yes/ No	State	Yes/ No
Alabama	No	Louisiana	No	Ohio	No
Alaska	No	Maine	No	Oklahoma	No
Arizona	No	Maryland	No	Oregon	No
Arkansas	No	Massachusetts	No	Pennsylvania	
California	No	Michigan	No	Rhode Island	Yes
Colorado	No	Minnesota	No	South Carolina	No
Connecticut	No	Mississippi	No	South Dakota	No
Delaware	Yes	Missouri	No	Tennessee	No
Florida	No	Montana	No	Texas	No
Georgia	Yes	Nebraska	No	Utah	No
Hawaii	No	Nevada	No	Vermont	No
Idaho	No	New Hampshire	Yes	Virginia	Yes
Illinois	No	New Jersey	No	Washington	No
Indiana	No	New Mexico	No	West Virginia	No
Iowa	No	New York	No	Wisconsin	No
Kansas	No	North Carolina	Yes	Wyoming	No
Kentucky	No	North Dakota	No	District of Columbia	No

Types of Test Scores Reported for LEP Students

Table 2 shows the states that reported disaggregated LEP scores by year and the types of test scores that were reported. Five of the states reported scores from state developed tests. Of these, two states reported only writing tests (Delaware and North Carolina). The other three states reported state tests results on multiple subjects. One other state (Rhode Island) used the Metropolitan Achievement Test (MAT), a standardized test, and thus also reported on multiple subjects.

Table 2. Types of LEP Student Test Data Disaggregated

State (Type of test)	Years	Grades	Statewide Tests					
			Writing	Lang Arts/ Rdg	Math	Social Studies	Science	Composite
Delaware (State test)	1993, 1996, 1997	3,5,8,10	X					
	1994-1997 1995-1997	3-5,5-8 and 8-10	X	X	X	X	X	
Georgia (State test)	1996	11	X	X	X	X	X	
New Hampshire (State test)	1996	End grade 3, End grade 6	X X	X X	X X	X X	X X	
North Carolina (State test)	1996-1997	4,7	X					
Rhode Island (MAT)	1996-1997	4, 8, 10	X	X	X			
Virginia (State LTP)	1994-1995	6 to 11	X	X	X			X
	1994-1995	9 to 11	X	X	X			X (ungraded)*
	1994-1995	None reported	X	X	X			X (ungraded)**

LTP = Literacy Test Program
* Grade is where students would be if they passed the literacy tests.
** Ungraded for other reasons than literacy testing program (alternative programs)

As shown in the chart, the grades for which data were most commonly reported were 10 and 8. The majority of states reporting LEP student data did so for writing, followed by reading and math. The table shows that 4 of the 6 states reported testing LEP students in the areas of reading and math (Georgia, New Hampshire, Rhode Island, and Virginia). Five states reported tests in writing (Delaware, New Hampshire, North Carolina, Rhode Island, and Virginia). Other subject areas, Social Studies and Science, were provided by only a couple of states (Georgia and New Hampshire).

Overall, documents that reported the performance of LEP students (see Appendix B) showed that LEP students are not performing as well on state assessments as other students. States reporting only writing tests showed LEP students with low passing rates. Both Delaware and North Carolina used a scale of 4 points. For Delaware, over three test years, students scoring at least 2.5 ranged from 17-33% in grade 3, 16-19% in grade 5, 14-36% in grade 8 and 11-52% in grade 10. In North Carolina, 26% scored 2.5 or above in grade 4 and 26.2% scored 2.5 or above in grade 7. Compared to the non-LEP student scores reported (see Appendix B), LEP students scored consistently lower across years, which may be expected because these students are learning both language and content.

Table 3 shows how LEP students performed by state by percentage passing. It is not meant to be a comparison of students across states, because states use completely different assessment instruments and may have determined different passing levels.

States reporting only writing tests showed LEP students with low passing rates (see Tables 3 and 4.) Both Delaware and North Carolina used a scale of 4 points. In Delaware, over three test years, the percentage of students scoring at least 2.5 were as follows: 17-33% in grade 3, 16-19% in grade 5, 14-49% in grade 8 and 11-52% in grade 10. Delaware did not report total number of LEP students tested. In North Carolina, 26% scored 2.5 or above in grade 4 (N=730) and 26.2% scored 2.5 or above in grade 7 (N=649). Compared to the non-LEP student scores reported (see Appendix B), LEP students scored consistently lower across years.

For states reporting on multiple subjects, LEP student performance on reading tends to be the area more difficult to pass, though in some states social studies and science are the most difficult to pass, as shown below in Table 5.

Table 3. Delaware LEP Student Test Data

Grades	Year	Percent Receiving Each Score (scale 1-4)							Average Score	% at 2.5 or above
		4	3.5	3	2.5	2	1.5	1		
3rd	1997	0%	0%	0%	33%	33%	17%	17%	1.9	33%
	1996	0%	0%	9%	8%	28%	20%	35%	1.7	17%
	1993	0%	5%	9%	11%	35%	12%	28%	1.9	25%
5th	1997	0%	0%	8%	8%	21%	25%	38%	1.6	16%
	1996	0%	2%	10%	6%	27%	14%	41%	1.7	18%
	1993	1%	0%	10%	8%	43%	21%	17%	1.9	19%
8th	1997	0%	0%	9%	5%	68%	9%	9%	2.0	14%
	1996	6%	2%	30%	11%	32%	8%	11%	2.4	49%
	1993	5%	0%	23%	8%	36%	8%	20%	2.1	36%
10th	1997	0%	0%	0%	11%	67%	11%	11%	1.9	11%
	1996	2%	0%	32%	16%	34%	9%	7%	2.3	50%
	1993	3%	3%	30%	16%	24%	11%	13%	2.3	52%

Table 4. North Carolina LEP Student Test Data

Grades	Year	Focused Holistic Score Points - %								No. Tested	% at 2.5 or above
		4	3.5	3	2.5	2	1.5	1	NS		
4	1996-97	0%	.7%	11.6%	13.7%	57.3%	5.1%	8.5%	3.2%	730	26.0%
7	1996-97	0%	.2%	13.1%	12.9%	50.4%	5.4%	13.9%	4.2%	649	26.2%

Also, for repeat test takers in Virginia, math proved to be a subject with fewer LEP students passing. It should be noted too that the percentage of LEP students passing all subjects is low.

Scores for Rhode Island and New Hampshire were not given in the format of percentage passing. Instead they were reported in proficiency levels across subjects (see Tables 6 and 7).

Table 5. Georgia and Virginia LEP Student Test Data

		% of LEP Students Passing State Tests with Multiple Subjects											
		English		Math		Soc. Studies		Science		Writing		All Tests	
State	Grade	N tested	% pass	N tested	% pass	N tested	% pass	N tested	% pass	N tested	% pass	N tested	% pass
Georgia	11	372	44%	373	64%	366	33%	286	*26-32%	--	--	--	--
	10,11,12	500	49%	515	65%	500	*41-47%	488	*31-37%	570	39%	--	--
Virginia	6	407	40%	548	71%	--	--	--	--	402	58%	388	32%
	7	235	27%	215	36%	--	--	--	--	193	45%	80	9%
	8	294	31%	237	42%	--	--	--	--	215	46%	93	16%
	9	229	20%	252	39%	--	--	--	--	211	51%	114	11%
	10	243	23%	201	43%	--	--	--	--	213	44%	118	14%
	11	246	26%	151	54%	--	--	--	--	209	60%	111	19%
	Repeat 9	81	30%	43	12%	--	--	--	--	53	40%	21	5%
	Repeat10	63	18%	37	16%	--	--	--	--	45	40%	19	0%

-- means not reported
* means estimated

Table 6. Rhode Island LEP Student Test Data

Subject	Grade 4				Grade 8				Grade 10			
	N	% Low	% Mid	% High	N	% Low	% Mid	% High	N	% Low	% Mid	% High
Reading	509	90.4%	9.0%	0.6%	227	95.1%	4.9%	0.0%	199	69.3%	16.6%	14.1%
Math	499	89.8%	7.8%	2.4%	226	85.5%	12.4%	1.8%	194	67.5%	19.6%	12.9%
Writing	603	76.2%	23.1%	0.7%	352	77.5%	22.2%	0.3%	169	76.3%	23.7%	0.0%

Table 7. New Hampshire LEP Student Test Data

New Hampshire Bilingual/LEP	English % Basic or above	Math % Basic or above	Social Studies % Basic or above
End of grade 3	41%	45%	Not tested
End of grade 6	16%	11%	11%

Discussion

It is apparent from our analysis that LEP student performance often is not disaggregated from the scores included in education reports in the U.S. And, even when the data are disaggregated, they are not necessarily available in all the same ways as the performance data are for other students. For example, some states had LEP student performance data on Web sites but these data were not available in printed documents. It may also be that some states provide data on the performance of LEP students in other documents. Because this analysis was conducted using documents offered by NCEO, we did not have the opportunity to ask for additional documents that might contain only LEP data. When NCEO asked for reports with data on special education students, it received numerous additional documents. Whether this would have also occurred for LEP students remains a question. Further, states do not all classify limited English proficient students using the same criteria and may use different terms to refer to these students. For example, in one document we found the term LES (Limited English Speaking). It is important for states to explain their terminology, because "LEP" may be used for all students who are eligible for services or all students receiving services. Before it is appropriate to look at data across states, there needs to be a common name and criteria for identifying LEP students.

We noted that states may report test performance for other categories such as language group, race, or ethnicity, but these do not indicate whether students are receiving ESL or Bilingual services. Also, states may decide to exempt some or all LEP students from testing, thus reports would have no LEP data, while other states may test LEP students with regular students but choose to report them together; this merging does not allow one to track LEP performance. Still, other states may provide an alternative test in an LEP student's first language. These data may be reported in a completely different report from regular students' results, or may not be reported at all. Finally, states may not be consistent in disaggregating LEP performance over time. For example, LEP student performance may be reported in one study or report, but not in later ones. Other states may choose to report LEP performance for some tests, but not for others.

It is recommended that there be consistent terminology and criteria for identifying LEP students. Further, all states should be expected to report the number of LEP students exempted from testing, as well as the performance of students tested. This is required for Title I assessments. Also, it should be the goal of states to track the disaggregated performance of LEP students over time, so that their needs can be better identified.

Conclusion

While we believe states have come a long way in the inclusion of students with limited English proficiency in statewide assessments, at this time few states publish documents containing

assessment data specifically for LEP students. One of the biggest issues that we noted in those states that disaggregate data is a lack of consistency in where results are reported (Internet vs. published documents), how results are disaggregated (race, ethnicity, or LEP status) and what terminology is used to refer to students with limited English. These issues make it difficult to interpret and use the limited amount of disaggregated data that currently exist to improve instruction for LEP students.

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Appendix A

State Accountability Reports Included in Analysis

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Appendix B

Summary of Reports Reviewed and Disaggregated LEP Data

The number of reports reported are those printed documents sent to NCEO for analysis. The LEP disaggregated data column only addresses whether or not LEP students were disaggregated in statewide reporting of test scores. This did not include district or school level reporting, data in unpublished reports, or data that were not received by March 1998. The number in parentheses is the number of reports with data that disaggregated LEP student test scores.

State	Number Reports	LEP Disagg. Data?	Other comments
Alabama	1	No	Data also on internet.
Alaska	1	No	
Arizona	2	No	
Arkansas	1	No	
California	0	No	Data only on internet.
Colorado	1	No	
Connecticut	1	No	
Delaware	1	Yes (1)	See actual data in next section.
District of Columbia	1	No	
Florida	1	No	
Georgia	2	Yes (2)	See actual data in next section.
Hawaii	1	No	
Idaho	1	No	
Illinois	2	No	
Indiana	0	No	Data only on internet.
Iowa	1	No	
Kansas	1	No	
Kentucky	2	Yes (1)	See actual data in next section.
Louisiana	2	No	
Maine	0	No	Data only on internet.
Maryland	1	No	
Massachusetts	0	No	Data only on internet.
Michigan	0	No	Data only on internet.
Minnesota	0	No	Data only on internet.
Mississippi	3	No	Data also on internet.
Missouri	2	No	
Montana	2	No	
Nebraska	1	No	
Nevada	1	No	
New Hampshire	2	Yes (2)	See actual data in next section.
New Jersey	2	No	
New Mexico	1	No	
New York	4	No	
North Carolina	3	Yes (1)	See actual data in next section.
North Dakota	0	No	
Ohio	0	No	Data only on internet.
Oklahoma	3	No	
Oregon	1	No	
Pennsylvania	3	No	Data also on internet.
Rhode Island	2	Yes (1)	See actual data in next section.
South Dakota	2	No	
South Carolina	3	No	
Tennessee	0	No	Data only on internet.
Texas	0	No	Data only on internet.
Utah	2	No	
Vermont	0	No	Data only on internet.
Virginia	2	Yes (1)	See actual data in next section.
Washington	1	No	
West Virginia	1	No	
Wisconsin	1	No	
Wyoming	1	No	

Reproduction of actual data on disaggregated LEP testing

Delaware

Delaware had one report , which contained reports on LEP testing results in its appendix. The test scores were for a state level writing assessment, given in 1993, 96 and 97.

Delaware State Level Results Writing Assessment

Grade & Group	Year	Percent Receiving Each Score							Average Score
		4	3.5	3	2.5	2	1.5	1	
GRADE 3									
LEP	1997	0	0	0	33	33	17	17	1.9
	1996	0	0	9	8	28	20	35	1.7
	1993	0	5	9	11	35	12	28	1.9
Non-LEP	1997	1	3	28	17	32	9	10	2.3
	1996	1	2	24	16	33	10	14	2.2
	1993	2	4	11	13	35	14	21	2
GRADE 5									
LEP	1997	0	0	8	8	21	25	38	1.6
	1996	0	2	10	6	27	14	41	1.7
	1993	1	0	10	8	43	21	17	1.9
Non-LEP	1997	4	6	34	16	29	5	6	2.5
	1996	2	4	16	14	34	12	18	2.1
	1993	1	2	10	13	49	13	12	2
GRADE 8									
LEP	1997	0	0	9	5	68	9	9	2
	1996	6	2	30	11	32	8	11	2.4
	1993	5	0	23	8	36	8	20	2.1
Non-LEP	1997	7	8	40	14	25	3	3	2.7
	1996	7	6	35	15	29	3	5	2.6
	1993	2	4	32	14	35	6	7	2.4
GRADE 10									
LEP	1997	0	0	0	11	67	11	11	1.9
	1996	2	0	32	16	34	9	7	2.3
	1993	3	3	30	16	24	11	13	2.3
Non-LEP	1997	9	10	44	13	17	3	4	2.8
	1996	5	10	42	17	20	3	3	2.7
	1993	4	7	37	15	28	5	4	2.6

Data from Delaware Department of Education (1997), Appendix C 2, 4, 6, and 8.

Delaware also reported the following:

Matched Students By State
1994 to 1997 and 1995 to 1997
Writing Assessment (Maximum Score = 4.0)

LEP	Grade 3 to 5	Grade 5 to 8	Grade 8 to10
# of '97 matched	10	1	2
% of '97 Matched	41.7	4.5	22.2
% with Higher Score	30	100	50
% with Same Score	50	0	50
% with Lower Score	20	0	0
Average 1997	1.9	2	2
Average 1995	1.6	*	1.5
Average 1994	*	1.5	*

Non-LEP	Grade 3 to 5	Grade 5 to 8	Grade 8 to10
# of '97 matched	6,599	6,130	5,550
% of '97 Matched	83.5	78.3	79.6
% with Higher Score	57	60	46
% with Same Score	26	27	29
%t with Lower Score	17	13	25
Average 1997	2.5	2.7	2.8
Average 1995	2.1	*	2.6
Average 1994	*	2.2	*

NOTE : Before drawing conclusions or interpreting the results in this table, please review pages 1 to 6 for a description of the 1996-1997 program and the 1993-1995 program.

* Indicates no scores. Original report had dashes

Delaware Department of Education (1997), Appendix D-9.

Georgia

Georgia provided the following LEP State-wide scaled scores and percentage passing for the 1996 High School Graduation Test including content areas of English Language Arts, Mathematics, Social Studies, and Science.

The Georgia State Department of Education stated the following about their state's graduation tests:

> Georgia law (O.C.G.A., Section 20-2-281) requires that curriculum-based assessments be administered in grade 11 for graduation purposes. Results of these tests are used to identify students who may need additional instruction in academic content considered essential for a high school diploma. Students, who entered ninth grade since July 1, 1991, must pass at least the English Language Arts, Writing and Mathematics tests as part of the requirements to obtain a high school diploma. Additional test requirements are being phased in gradually. These requirements apply to all students, including those seeking a college preparatory or a vocational diploma seal. Students who do not pass all the required tests may be eligible for a Certificate of Performance or a Special Education Diploma. Students who have left school with a Certificate of Performance or a Special Education Diploma may return to attempt the graduation test(s) again, as often as they wish. (pp.1-2)

Georgia High School Graduation Tests: Content Area Test
Spring 1996 Results for Selected Groups

Student Classification (All 1st-time test takers)	English Lang/Art		Mathematics		Social Studies		Science	
	Score	%Pass	Score	%Pass	Score	%Pass	Score	%Pass
All Grade 11 Students	543	91	535	85	528	79	519	67-73
	N = 63,742		N = 63,811		N = 63,210		N = 61,830	
All LEP	492	44	516	64	490	33	489	26-32%
	N = 372		N = 373		N = 366		N = 286	

Georgia Department of Education(1996), pg.6.

Also, a 1995 document reported the following information on LEP students tested in grades 11, 12 and other categories grouped as one. There were 655 LEP students tested in the set of 1995 scores below, and 489 LEP students tested for the Writing test.

Spring 1995 State	Lang/Arts		Math		Science	
High School Grad. Test	Scaled Score	% Passing	Scaled Score	% Passing	Scaled Score	% Passing
LEP Students Grade 11, 12 & Other	500	49%	515	65%	488	31-37%

Spring 1995 State	Writing (Fall 1994)	
High School Grad. Test	Scaled Score	% Passing
LEP Students Grade 11, 12 & Other	489	39%

Georgia Department of Education (1995), pg.7

New Hampshire

Two 1996 reports for end of grade testing, for grades 3 and 6, disaggregated LEP data. In the charts, the 'percentage of students in category, is the percentage of the total students who were in the LEP category. The criteria for Basic and Proficient categories were decided by a specially designated group of educators and non-educators. Although there were also categories for 'advanced' and 'novice', these were not reproduced here as the proficiency levels reported are either 'basic or above', or 'proficient or above'. The definition given for each for each subject category is as follows:

Language Arts:

Basic : Students at this level demonstrate a reasonable understanding of literary, narrative, factual, information, and practical works. They recognize main ideas and identify supporting details. They gather information from materials they read, hear, and view and use it to make obvious conclusions. Their responses often include appropriate examples. They employ sufficient organization, development, and support of ideas to satisfactorily communicate the intent of their writing. While they demonstrate a fundamental control of the mechanics of written expression, they may make errors in spelling, capitalization, grammar, and /or punctuation.

Proficient: Students at this level demonstrate an overall understanding of literary, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear and view. They effectively organize, develop, and support ideas, so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression: however, they may still make some errors.

Math:

Basic: Students at this level are able to multiply whole numbers up to 5 with reasonable accuracy. They can add and subtract 1-digit whole numbers with ease. When adding or subtracting 2-digit whole numbers, regrouping (borrowing and carrying) presents a challenge. They demonstrate a rudimentary understanding of place value, fractional parts, geometry, and measurement. They can recognize and extend simple patterns and read

uncomplicated charts and graphs. They demonstrate limited skill in the application of mathematics to problem-solving situations.

Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add 3-digit whole numbers; subtract any two 2-digit numbers; and multiply whole numbers up to 5. They are able to: demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Science:

Basic: Students at this level demonstrate a rudimentary understanding of information, concepts, and skills from the biological, physical, and earth/space sciences. They are familiar with methods used in science such as observation and classification. They obtain information from graphs and tables and draw obvious conclusions from data. They use their scientific knowledge to address straight-forward problems and adequately communicate their understanding and solutions.

Proficient: Students at this level demonstrate an overall understanding of information, concepts, and skills from the biological, physical, and earth/space sciences. They are familiar with procedures used in science, such as designing experiments, controlling variables, and selecting appropriate equipment. They draw conclusions from data presented in graphs and tables. They use their scientific knowledge to examine problems and evaluate advantages and disadvantages of proposed solutions. They clearly communicate and explain their understanding, problem-solving strategies, and solutions.

Social Studies:

Basic: Students at this level demonstrate a rudimentary understanding of information, concepts, and skills in history, geography, economics, and civics and government. They can describe people, places, and events as well as important ideas such as the relationship between geography and the development of population centers. They obtain information from maps, globes, graphs, charts, narratives, artifacts, and timelines and make obvious conclusions based on data. They use their knowledge of the social studies to address straight-forward tasks and adequately communicate their findings.

Proficient: Students at this level demonstrate an overall understanding of information, concepts, and skills in history, geography, economics, and civics and government. They can explain important ideas such as the rights and responsibilities of citizenship or how supply, demand, and competition affect prices. They obtain information from maps, gloves, graphs, charts narratives, artifacts, and timelines and form conclusions based on data. They apply their knowledge of the social studies to relevant tasks and clearly communicate and explain their findings.

The following LEP performance was reported for end of grade 3 (English and Math) and end of grade 6 for English, Math, Science and Social Studies.

End grade 3	Math			English		
	% in category	% Basic or above	% Proficient or above	% in category	% Basic or above	% Proficient or above
Monolingual	86%	82%	34%	86%	79%	32%
Bilingual/LEP	1%	45%	8%	1%	41%	4%
Bilingual/Fluent	1%	79%	38%	1%	81%	39%

New Hampshire Department of Education (1996a) pg. 5 and 7)

End grade 6	Math			English		
	% in category	% Basic or above	% Proficient or above	% in category	% Basic or above	% Proficient or above
Monolingual	67%	39%	11%	67%	56%	16%
Bilingual/LEP	0%	11%	4%	0%	16%	4%
Bilingual/Fluent	1%	31%	10%	1%	52%	12%

End grade 6 (continued)	Social Studies			Science		
	% in category	% Basic or above	% Proficient or above	% in category	% Basic or above	% Proficient or above
Monolingual	67%	44%	11%	67%	29%	9%
Bilingual/LEP	0%	11%	4%	0%	5%	4%
Bilingual/Fluent	1%	29%	9%	1%	21%	8%

(New Hampshire Department of Education (1996c) pg. 5, 7, and 11.)

North Carolina

LEP scores were disaggregated in the report on North Carolina's Testing Program Annual Writing Assessment, 1996-97, State Scores by Exceptionality. The state reported for grades 4 and 7. Scores were rated from 1 "Student response exhibits a lack or [sic] command of the mode of writing." (p.2) to 4 "Student response exhibits a strong command of the mode of writing" (p.2).(Do we want more for 2 and 3 on range?) The standard expected for grades 4 and 7 were the mid-point score of 2.5 or above.

In the chart below, it shows that assessments are also given another score of + or -. This indicates if student writing was at an acceptable level or not. Scores are given two of these indicators, probably showing the results given by two independent raters of the students' tests.

North Carolina's Testing Program Annual Writing Assessment, 1996-97, State Scores by Exceptionality*

State	Number Tested	% at or above 2.5	Focused Holistic Score Points - %								Convention Scores		
			4	3.5	3.0	2.5	2.0	1.5	1.0	NS	(++)	(+-)	(--)
Grade 4 LEP	730	260	0	0.7	11.6	13.7	57.3	5.1	8.5	3.2	58.4	22.2	19.5
Grade 7 LEP	649	262	0	0.2	13.1	12.9	50.4	5.4	13.9	4.2	48.1	23.1	28.8

* If the total number tested for an exceptionality is less than or equal to 30, scores were not reported.
North Carolina State Board of Education (1997), p.18.

Rhode Island

Rhode Island reported on LEP students for the 1997 Metropolitan Achievement Test in Math, Reading and Writing for grades 4, 8 and 10. Rhode Island uses the seventh edition of the Metropolitan Achievement Test (MAT) in Mathematics and reading, as well as the Rhode Island Writing Assessment, a state developed exam. The data reported here were collected in March 1997 (RI Department of Elementary & Secondary Education, 1997, p.1)

> Results are based on stanine scores from the Metropolitan Achievement Test (MAT) given to grades 4,8, and 10 for 1995-96. Statistics representing fewer than 5 students are not reported.

Low, medium and high scores are defined using the following stanine scores (RI Department of Elementary & Secondary Education, 1997, p.7)

Stanine1-4 = Low score Stanine 5-6 = Middle scores Stanine 7-9 = High score

The writing achievement score is based on an essay written by students in grades 4, 8, and 10. Student essays are rated by teachers and given a score on a scale of 1 to 6. Students receive a single writing score ranging from 2 to 12 that represents the combined rating by two readers. (p.7, RI Department of Elementary & Secondary Education, 1997)

Low, medium and high scores on the 12 point writing scale are defined as follows:

Score of 2 to 6 = Low Score of 7 to 9 = Middle Score of 10-12 = High
(RI Department of Elementary & Secondary Education, 1997, p 7.)

	Grade 4				Grade 8				Grade 10			
Group & Test	#	% Low	% Mid	% High	#	% Low	% Mid	% High	#	% Low	% Mid	% High
LEP												
MAT Math	499	89.8	7.8	2.4	226	85.5	12.4	1.8	194	67.5	19.6	12.9
MAT Rdg.	509	90.4	9	0.6	227	95.1	4.9	0	199	69.3	16.6	14.1
RI Writing	603	76.2	23.1	0.7	352	77.5	22.2	0.3	169	76.3	23.7	0
All												
MAT Math	8119	39.9	31.3	28.8	9825	38.2	34.3	27.5	8119	39.9	31.3	28.8
MAT Rdg.	8235	37.9	36	26.1	9851	38.5	33.3	28.2	8235	37.9	36	26.1
RI Writing	8534	29.4	57.5	13.1	10245	36.5	55.3	8.2	8534	29.4	57.5	13.1

Rhode Island Department of Elementary & Secondary Education (1997), pp. 11-13.

Virginia

One report provides statewide results for the spring 1995 administration of the Virginia Literacy Testing Program. Students must pass the Literacy Passport test to be classified as a ninth grader or above. It is a Criterion referenced standardized achievement test in reading, writing, and math. These test areas are based on Virginia's 1988 Language Arts and Math Standards of Learning.(SOL) objectives through grade 6. LEP students for whom English is a Second Language or who are identified as LEP and have been enrolled in the state for less than 3 years are exempted from this test. This report includes results of the Virginia Literacy Testing Program, Spring 1995 for grades 6 through 11.

LTP Subpop.	Grade 6			Grade 7			Grade 8		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
LEP									
Reading	407	161	39.6	235	64	27.2	294	91	31
Writing	402	233	58	193	86	44.6	215	98	45.6
Math	548	391	71.4	215	77	35.8	237	100	42.2
All 3	388	125	32.2	80	7	8.8	93	15	16.1
Non LEP									
Reading	79,385	63,745	80.3	11,169	4,192	37.5	5,274	2,229	42.3
Writing	78,391	60,944	77.7	8,181	3,447	42.1	3,985	1,787	44.8
Math	79,307	66,328	83.6	8,494	2,686	31.6	4,209	1,534	36.4
All 3	77,749	51,112	65.7	3,564	624	17.5	1,788	579	32.4

LTP Subpop.	Grade 9			Grade 10			Grade 11		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
LEP									
Reading	229	46	20.1	243	56	23	246	63	25.6
Writing	211	108	51.2	213	93	43.7	209	125	59.8
Math	252	98	38.9	201	86	42.8	151	82	54.3
All 3	114	12	10.5	118	16	13.6	111	21	18.9
Non LEP									
Reading	2,213	1,162	52.5	1,300	791	60.8	849	569	67
Writing	1,904	1,079	56.7	1,176	771	65.5	756	559	73.9
Math	1,948	1,011	51.9	1,167	727	62.3	730	516	70.7
All 3	1,169	641	54.8	776	500	64.4	535	391	73.1

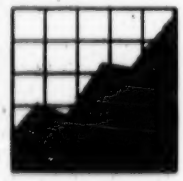
Report of the Virginia Literacy Testing Program (1995), pp. 11-16.

Virginia also reported the results of ungraded LTP students. Ungraded means the grade students would be in if they had passed the literacy tests.

Ungraded LTP Subpop.	Grade 9			Grade 10			Grade 11		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
LEP									
Reading	81	24	29.6	63	11	17.5	51	10	19.6
Writing	53	21	39.6	45	18	40	39	15	38.5
Math	43	5	11.6	37	6	16.2	17	3	17.6
All 3	21	1	4.8	19	0	0	7	0	0
Non LEP									
Reading	1,193	413	34.6	393	139	35.4	155	72	46.5
Writing	856	321	37.5	336	153	45.5	165	88	53.3
Math	977	244	25	369	106	28.7	153	67	43.8
All 3	213	27	12.7	95	19	20	47	14	29.8

Report of the Virginia Literacy Testing Program (1995), pp.17-19.

Another chart reported NLTP scores, which are those ungraded for other reasons than the literacy testing program. (e.g. alternative programs.) However, although there was an LEP category there were no scores reported.



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